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ABSTRACT

This report describes a research study in which motivational strategies were used to increase student enjoyment of reading and to foster a life-long love of reading. The targeted populations consisted of primary and middle grade students in three different urban midwestern settings. The problem of motivating students to read was documented through parent and student surveys, observations checklists, and student interviews. Analysis and intervention implementations regarding motivational reading strategies were supported by the hypotheses that students can be motivated to read more often, therefore, leading to a higher level of reading enjoyment. Solution strategies conducted consisted of lending libraries in the classroom, national incentive reading programs, backpack book activities, and Drop Everything And Read (D.E.A.R). These interventions were based on the analysis of related research and suggested strategies from renowned specialists in the reading field. Post intervention data indicated an increase in student's motivation to read and to choose reading as a leisure time activity. Contains 32 references, and 4 tables and 8 figures of data. Appendixes contain 4 reading survey instruments, checklists, and reading lessons. (Author/RS)

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MOTIVATING STUDENTS TO READ

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An Action Research Project Submitted to the Graduate Faculty of the

School of Education in Partial Fulfillment of the

Requirements for the Degree of Master of Arts in Teaching and Leadership

Saint Xavier University & IRI/Skylight

Field-Based Masters Program

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SIGNATURE PAGE

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DEDICATION

This Action Research project is dedicated to our families and friends who supported and encouraged us throughout the program. It is also dedicated to the faculty of Saint Xavier University, especially Rose Marie Brown, whose enthusiasm motivated the researchers to strive for excellence in this endeavor.

ABSTRACT

This report describes a research study in which motivational strategies were used to increase student enjoyment of reading and to foster a life long love of reading. The targeted populations consisted of primary and middle grade students in three different urban midwestern settings. The problem of motivating students to read was documented through parent and student surveys, observation checklists, and student interviews.

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CHAPTER 1

PROBLEM STATEMENT AND CONTEXT

General Statement of Problem

Elementary students do not readily choose reading as a free-time activity when given other options. This lack of interest in reading will have a negative impact on these youngsters, hindering their development as habitual readers with a genuine love of reading. Evidence for the existence of this problem in the targeted 1st, 3rd, and 5th grades includes teacher observation, student interest inventories, and parent surveys.

Immediate Problem Context

Four schools are involved in this study. They will be designated Sites A, B, C, and D.

Site A

The targeted school is a small one level elementary school that serves 236 students ranging from kindergarten through fifth grade. There are 12 classrooms, a gym/cafeteria, a nurse's office, a resource room, a library, and the secretary and principal's offices. There are 14 full-time regular classroom teachers, 3 part-time staff members who teach music, reading, and English as a Second Language, and 1 full-time speech therapist. The student body is 83.1% White, 15.3% Hispanic and 1.7% Black. Twenty-five point eight percent of the students are from low-income families and 13.1% are from Limited-English-Proficient families. The school has 95.4% attendance rate and 19.1% mobility. The average class size for the first grade is 23.5 students (School Report Card, 1998).

This building offers remedial reading and math classes after school. It also offers an after school enrichment reading class and Junior Great Books for the fourth and fifth grade students. The reading teacher services the below average students in kindergarten through second grade. The school has added the Waterford Reading Program for Title one students. The Waterford Reading Program, is a computer program primarily based on phonetic reading and reading through songs and finger plays. The school also has the Accelerated Reading Program available in each classroom. The Accelerated Reading Program allows the student to read a book and then take a multiple-choice test on the computer on the book regarding its contents. This form of test taking not only strengthens the students' comprehension skills but also gives him/her test taking experience. The school day starts at 9:00 a.m. and ends at 3:00 p.m. The morning classes consist of Language Arts and reading instruction while the afternoon classes consist of math and the sciences with breaks included for gym, music, and art.

The School District

This district is located in the western suburbs of a large midwestern city. It has five elementary schools. There are 1,859 students 85.5% White, 12.4% Hispanic, 1.5% Asian, .7% Black. Twenty-four percent come from low-income families and 8.3% are from Limited-English-Proficient families. There are 131 classroom teachers, 100% are White, 90.1% are female, and 9.9% are male. The average years of teaching experience is 10.2; 63.6% of the teachers have a bachelor's degree, 36.4% of the teachers have a master's or higher degree. The ratio of pupil to administrator is 184.4:1. The ratio of pupil to teacher is 17.9:1 (special education teachers are excluded). The average teacher salary is $34,700. The average administrator salary is $62,999. The superintendent's salary is $110,000. The average operating expenditure per pupil is $5,413 (School Report Card, 1998).

A summary of IGAP, Illinois goals, reading scores for the 1998 third grade class is presented in Table One. The scores in the table represent the comparison between the

school, the district, and the state. The scores indicate that students at the school are scoring slightly below the district average, but within range of set state standards.

Table 1
IGAP Reading Scores

Grade 3	% Do not meet goals	% Do meet goals	% Exceed goals
School	41	50	09
District	30	52	18
State	28	51	21

The Surrounding Community

This community is located in the western suburbs of a major midwestern city. This city's population is 9,792. The total number of households is 3,868. The median family income is $47,705. Nine point nine percent of the households have an income below $15,000. Sixty-three point eight percent of the population is employed, 3.2% is unemployed, and 33.1% is not in the labor force. The median years of school completed are 12.6. This community has three parks. The recreation department offers preschool, arts and crafts, tumbling, and karate. The community library offers story time for three and four year-old children (Chicago Tribune, 1998).

The next two sites, B and C, are two blocks away from each other. They are in the same district and have the same surrounding community. These descriptions will be reported after Site C.

Site B

The targeted school is an elementary school located in the western suburbs of a major midwestern city. It serves a total enrollment of 411 students ranging in grade levels from kindergarten through sixth grade with two classes per grade level. The student body is 62.5% White, 35.3% Hispanic, 1.5% Asian/Pacific Islander, 0.5% Black, and .2% Native American. In addition to having a diverse ethnic composition, 25.1% of the students are from low-income homes, and 13.6% of the students are Limited-English-

Proficient. The school has a 94.4% attendance rate. The average class size in the school is 25 (School Report Card 1999).

The building's physical structure is in an L-shape that consists of two floors. The floors are divided into two wings. The first wing consists of the kindergarten, first, and second grade classrooms, one media center, and the main office on the first floor. The second floor of the wing has the third and fourth grade classrooms, one speech room, as well as one foreign language room. The second wing, on the first floor, consists of a teacher lounge, two special education classrooms, and one reading service room. The second floor of this wing serves the fifth and sixth grade classrooms, one gymnasium, a music room, an art room, and one computer lab. The outside facilities include a playground, and a large grassy area for recreation. Furthermore, as of the 1999-2000 school year, a large middle school, housing seventh and eighth grade students from the district, has been connected to the east side of the building's structure.

There are thirty-nine full-time staff members at this targeted school. The school's composition includes thirteen full-time regular classroom instructors, three special education classroom teachers, a gifted teacher, a bilingual teacher, and eight full-time classroom assistants. Non-classroom personnel, in the staff of thirty-nine, include one half-time diagnostic resource consultant, a nurse, a social worker, a full-time speech pathologist, and a secretary. In addition, there are specialized staff members for art, music, physical education, and computers. Sites B and C, as well as the rest of the schools in the district, share a band instructor. Band is an option available to students in grades 4-6 during the school day, two days per week. The band instructor is shared throughout the district. For extra assistance in reading, the school has two half-time reading teachers specifically working with students in grades 1-6.

Heterogeneous groups are implemented in all subject areas, including art, music, physical education, and computers. A reading block is designated to each grade level two days per week, for forty-five minutes each of these days. This block of time is used to

excel the remedial readers, with instruction provided by the reading specialists. The students who are reading at grade level stay with their classroom teacher during this block of time. Accelerated reading students are involved in a gifted reading program during this reading block. The gifted teacher instructs these accelerated students. School activities for students include afterschool sports, band, and the Milagros Club (Spanish club).

The academic performance of third grade students, in this school, regarding the reading and writing on national achievement tests is below average. The results of the ISAT are indicated on Table 2 (School Report Card 1999). A summary of the distribution of students is shown in table two.

Table 2

ISAT Reading and Writing Scores 1998-1999

Grade 3	Reading			Writing		
	%Do not meet goals	%Meet goals	%Exceed goals	%Do not meet goals	%Meet goals	%Exceed goals
School	47	41	13	61	36	3
District	43	46	11	62	36	2
State	36	45	18	42	51	6

Site C

The targeted school is an elementary school located in the western suburbs of a major midwestern city. It serves a total enrollment of 317 students ranging in grade levels from kindergarten through sixth grade with two classes per grade level. The student body is 79.7% White, 18.6% Hispanic, 1.5% Asian/Pacific Islander, and 0.2% Black. In addition to having a diverse ethnic composition, 23.6% of the students are from low-income homes, and 2.5% of the students are Limited-English-Proficient. The school has a 94.6% attendance rate. The average class size in the school is 25.5 (School Report Card 1998).

The building's physical structure, which consists of two floors, is divided into two wings separated by the main office, and the learning/media center. The south wing serves the kindergarten through third grade classes. The north wing serves fourth through sixth grade classes, the band room, one gymnasium, one foreign language room, one music room, and one art room. The outside facilities include a children's playground area, a softball/kickball area, and basketball courts.

There are thirty-nine full-time staff members at this targeted school. The school's composition includes thirteen full-time regular classroom instructors, two special education classroom teachers, an early childhood teacher, a gifted teacher, and seven full-time classroom assistants. Non-classroom staff include the following: two full-time Diagnostic Resource Consultants, a full-time secretary, a nurse, a speech pathologist, a social worker, an occupational therapist, and a bilingual teacher. In addition, there are specialized staff members for art, music, physical education, and computers. As a pilot program, the school eliminated the computer lab and provided three computers per classroom. One day per week, the computer teacher instructs the students on the computers, as well as lap top computers that are brought in for the computer class time. The computer teacher works closely with the classroom teachers to culminate the curriculum incorporating computer activities. Band is an option available to students in grades 4-6 during the school day, one day per week. The band instructor is shared throughout the district. For extra assistance in reading, the school has a full-time reading teacher specifically working with students in grades 1-6. A Title I instructor has been assigned to the school to focus on aspects of reading for low-income, low-functioning students.

Heterogeneous groups are implemented in all subject areas, including art, music, physical education, and computers. A reading block is designated to each grade level. During this reading block accelerated reading students are involved in a daily gifted reading program. A remedial reading program is also implemented during this block.

The criterion for placing students in a remedial program is based on low test scores and academic performance. Instruction for these remedial students is provided by the Title I teacher and the reading specialist. These teachers see these remedial students two to three days per week, while the other students stay in their classrooms. School activities for students include Homework Haven, after-school sports, band, choir, Spanish club, yearbook club, and drama club.

The academic performance of third grade students, in this school, regarding reading and writing on national achievement tests is above average. The results are indicated on Table 3 (School Report Card 1998). A summary of the distribution of students is shown in table three.

Table 3

IGAP Reading and Writing Scores 1997-1998

Grade 3	Reading			Writing		
	% Do not meet goals	% Meet goals	% Exceed goals	% Do not meet goals	% Meet goals	%Exceed goals
School	13	71	17	4	85	10
District	19	59	22	8	73	20
State	28	51	21	13	62	25

The School District

The targeted school district has a population of 2,744 students. There are six elementary schools and one middle school. Currently there are a total of 177 full-time classroom teachers. The faculty is 96.1% White, with 88.2% female and 11.8% male. The average years of experience for teachers is 11.7 years. Among the faculty, 57.4% of the teachers have a bachelor's degree and 42.6% possess a master's degree or higher. The average teacher salary for the district is $40,615. The average administrator earning $74,585, with the superintendent earning $105,000. The average operating expenditure per pupil is $5,494 (School Report Card 1999).

The Surrounding Community

The school is located 15 miles west of a large midwestern city. This community is currently undergoing a period of tremendous change and growth. To relieve overcrowding in the schools, the community passed a referendum authorizing the construction of a middle school. It will become operational in the fall of 1999.

According to a 1990 demographic report the current population consists of 51,540 people residing in 21,529 households. The median housing income is $31,655, the median housing cost is $90,200, and the median age of the citizens in this community is 37.8 years (1990 Census of Population & Housing).

According to the 1990 Census, 90.2% of the town's population is White, 7.9% Hispanic, 1.7% Asian/Pacific Islander, and 0.1% Black. However, there is a drastic population growth of people of Hispanic origin in this community. Of the population over 25 years of age, 12.7% have less than a high school education, 73% have a high school diploma, and 14.3% have a bachelor's degree or higher.

Site D

The targeted school is an elementary school that serves 1,418 students ranging in grade levels from pre-kindergarten through sixth grade with six classrooms per grade. There are 88 full time assigned teachers and 26 full-time base substitute teachers. Non-classroom staff includes two physical education teachers, two art teachers, two library teachers, and two music teachers. There are two English as a Second Language Specialists on the staff. Other staff includes a nurse, a counselor, a reading specialist, a technology coordinator, two speech pathologists, and a discipline specialist. There is one uniformed city police officers on duty during school hours. Support staff includes 19 Teacher Assistants along with 8 parent volunteers. The staff is 52% White, 44% Black, and 4% Other.

School D's enrollment is 91% Black, 7% Hispanic, and 2% White. Ninety-four percent of the student population is categorized as "low income". The student body has

an 94% attendance rate with 9 chronic truants. The mobility rate at the school is 33%. The student to teacher ratio is 27:1 (School Report Card, 1998).

The school site consists of two main buildings and an annex that houses the Pre-Kindergarten Program. Site D has a non-departmentalized curriculum in grades one through five. Grades kindergarten through 4 use the SRA Direct Instruction teaching method in both reading and math. The school offers after school programs in reading and math as well as sports teams including football, volleyball, softball, and basketball. Ninety-three percent of the students at Site D qualify for free meals and receive breakfast and lunch on a daily basis. The following table lists the school's latest scores on the Iowa Test of Basic Skills, as reported in April 1999. Unlike previous discussed sites, Site D and other schools within this district utilize the Iowa Test of Basic Skills to monitor progress and instruction. There is no writing portion for students on this test.

Table 4

School ITBS Results (Citywide averages in italics)

Grades	Reading	Math
3	20.8	36.6
	25.2	*42.9*
4	26.6	30.4
	35.6	*42.2*
5	37.7	30.3
	34.7	*36.2*
6	31.2	38.4
	35.3	*41.3*
3-6 combined	28.0	33.9
	34.3	*39.3*

The School District

The school district is the major urban district in a midwestern state. There are 591 elementary schools and 90 high schools within the district. The teachers in the district have an average of 14.8 years of teaching experience and 44% have earned their master's

degree or above. The average teacher's salary is $47,304. The salary of the Chief Executive Officer of Schools is $275,000. The instructional expenditure per pupil is $4,314, and the operating expenditure per pupil $6,630 (Public Schools Web Site 1999).

The Surrounding Community

The school is located in an ethnically and economically changing area of a major city. The population in 1998 was 43,666. The population outlook for 2003 is 35,358. The average age of the population is 25.7. In 1997-1998, there were 7,300 violent crimes in the community. The median home value is $71,820. The median family income is $30,190, with 56% of the population employed. The race distribution in the community has changed over the last five years from predominately Lithuanian and German to predominately African American and Hispanic.

One area of the community is home to two national food-producing factories. The community is also home to a major city hospital and health care facility. There are thirty-one places of worship in the community and small storefront businesses serve the needs of the community. There is a major city park that offers after school academic and recreational programs. There is also a branch of the city's public library.

Regional and National Context of Problem

"Today in society, we are seeing more and more children that can read well but don't. Kids get turned off by the process of learning how to read. Reading is like any other skill, if you don't practice, you will not develop higher level vocabulary and comprehension skills" (Carbo, 1999). It is not difficult to see the correlation between low literacy levels and such social problems as a rise in juvenile crime, attraction to many youngsters to join gangs, and a general sense of hopelessness among so many children (Cooter, 1999, p. 891).

Cooter (1999) said that young children read on an average of seven to eight minutes during the school day. Yet we know that the development of fluent reading requires massive amounts of practice in order to satisfy students interests (Cooter, 1999,

p. 891). In order to increase this low amount of time spent reading, William Randall, chairman of the National Assessment Governing Board, suggests children have more library books and books of their own at home, so they can develop a life-long reading habit (Capital Times,1995). Fluency is intrinsic to the enjoyment of reading and to students' attitude toward reading. They will read more if they can read well. Districts are currently using programs such as Reading Backpacks, in which students take home books and activities to complete with their parents. Another program called Family Reading Night encourages families to come to school and read together. Birthday Books is a program in which students receive a tradebook for their birthday and are encouraged to read it at home (Cooter, 1999). There are also national reading incentive programs such as: Book It! Program which is sponsored by Pizza Hut, 600 Minute Reading Club sponsored by Six Flags Corporation, as well as programs sponsored by professional sports organizations.

Wlodkowski (as cited in Lapp and Flood, 1992) states that motivation has been described by psychologists as "those processes that arouse behavior, give direction or purpose to behavior, and continue to allow behavior to persist" (p. 175). A child's positive self-concept as a reader and as a person is based on their motivation to learn. Unless a student receives satisfaction from schoolwork, he/she will have no reason or motive to continue to pursue learning. "Students may not learn to love reading in some generic sense, but they will learn to (1) value reading as a source of information and knowledge, (2) believe that it can help them do well in school and everyday life, and (3) use reading to solve problems and develop insights" (Vacca & Vacca, 1996, p. 388).

Teachers need to concern themselves with motivating their students to read more readily and more often. The more a teacher knows about their students' reading interests and habits, the better equipped the teacher will be to improve skills, recommend books, suggest research projects, and hold reading conferences that move students forward (Robb, The Instructor, 1997, p. 107). The teacher's awareness and use of internal

motivators will encourage children " to step into the story experience and live through story characters" (Ruddell, 1999, p. 215).

Members of the Teachers College Reading Project have developed ways to understand the richness and diversity of children's reading lives. Their suggestions include picturing and sharing our reading lives, where students draw themselves reading at home and share it with the class, bringing in books that are important to us and constructing a reading timeline, and becoming conscious of how we read (Calkins, 1996, p. 38).

CHAPTER 2

PROBLEM DOCUMENTATION

Problem Evidence

In order to document the extent to which students are motivated to read, student questionnaires, teacher observation checklists, and parent surveys were utilized. A total of four questionnaires were employed: two for students, one for parents, and one for teachers. Students completed a primary reading survey and a reading interest inventory before and after the intervention processes. Observation checklists were completed by the researchers during class time to record participation in leisure reading activities in the classroom.

These surveys and inventories were designed by the researchers to obtain direct student and parent input on how they perceive their child's reading attitudes and habits. Students were given the interest inventory at the beginning of the study and approximately four months later.

The pre-intervention inventories recorded students' attitude toward reading activities and whether the students were motivated to read at school and at home. Students at the first grade level were asked to complete a smiley face survey based on whether the activity in question made them happy, feeling indifferent to, or unhappy about the reading activity (Appendix A). Students at the third and fifth grade level were

asked to complete a survey in which they indicated their reading attitudes through the use of a checking system (Appendix B).

The post-intervention inventory survey utilized a similar check response format. It contained a free response portion, and asked the children how many books they have read in the last month and where they preferred to read. It also asked them to rank themselves as readers against others in their class (Appendix C). The parent survey was structured to determine a level of support and involvement in their child's reading attitudes and habits (Appendix D).

The researchers used a form to record observations that included tracking how students select books, participate in reading activities, and respond to written material in a variety of ways. Students' ability to read silently was also observed and recorded. This checklist utilized a pre and post-intervention (Appendix E).

Each of the 40 first, third, and fifth grade students who were involved in the research project and interventions were observed prior to the interventions throughout the school day by the researchers at their individual sites. The results of the pre-intervention observation checklist are presented in Figure 1.

Behavior	Percent Yes	No
Joins in reading of familiar books	83	17
Responds to books through drawings	68	32
Responds to books through role playing	25	75
Chooses books as a free time activity	30	70
Selects own books to read	68	32
Selects appropriate books independently	48	52
Uses multiple reading strategies	45	55
Reads silently for 15-20 minutes	15	85
Recognizes different types of books	60	40
Recommends books to others	23	77
Reads a variety of materials and books	28	72
Participates in book discussions	40	60
Participates in reading instruction	70	30

Figure1. Student Observation Checklist

As shown in Figure 1, 70% of the targeted students do not choose books as a free time activity. In addition, only 45% of the students use multiple reading strategies. This confirms the initial premise of chapter one, that a significant proportion of students need motivational strategies to increase student leisure reading time.

The targeted students were surveyed about their feelings toward reading. This information was taken from the Primary Reading Survey. This survey includes the two primary sites, twenty total students. As Figure 2 shows, the first grade students have a positive attitude about how well they can read. Ninety percent of the responses stated that they are happy when they are read to in the home and school environment. As our research indicates, this is an important part of how students develop a positive outlook and attitude towards reading.

How Do You Feel When:		Percentage Happy	Indifferent	Unhappy
1	your teacher reads a story to you?	90	10	0
2	your class has reading time?	75	15	1
3	you can read with a friend?	90	5	5
4	you read out loud to your teacher?	45	30	25
5	you read out loud to someone at home?	85	10	5
6	Someone reads to you at home?	90	5	5
7	Someone gives you a book for a presents?	85	10	5
8	you read a book to yourself at home?	80	10	10
How Do You Think:				
9	your teacher feels when you read out loud?	80	10	10
10	your family feels when you read out loud?	85	10	5
How Do You Feel About How Well You Can Read?				
		100	0	0

Figure 2. Primary Reading Survey

The following chart provides information on students' reading attitude in the targeted third and fifth grades. This information was taken from the Reading Attitude Survey. Figure 3 shows how the students like reading. Twenty students were surveyed, only two of them stated that they like reading, twelve of them stated that reading was O.K., and six of them stated that they would rather do other things.

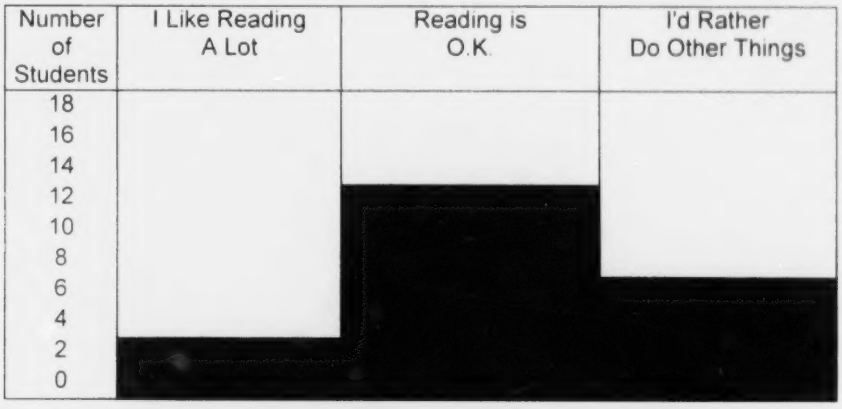

Figure 3. Reading Attitude Survey: How do you like reading?

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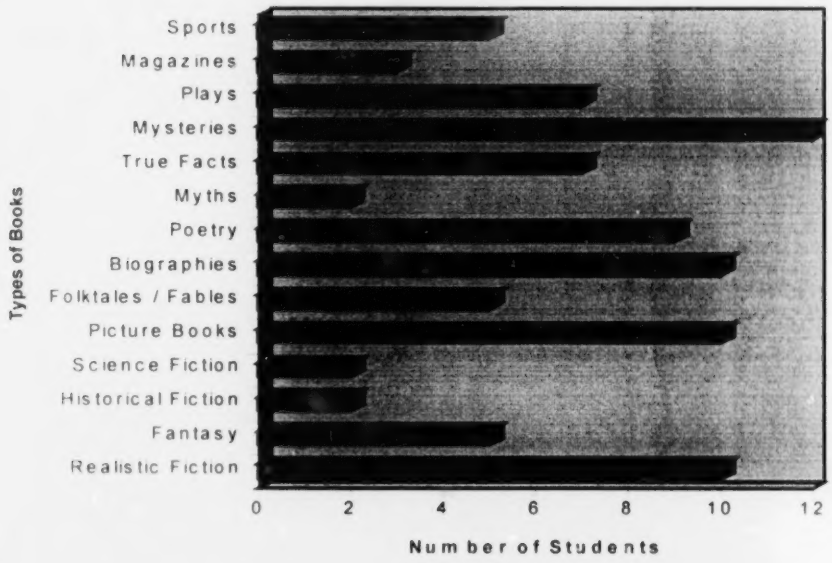
The targeted students were asked what kinds of books they like. Figure 4 indicates that there was a large range of topics listed many students gave more than one type of book. Twelve students listed that they liked reading mysteries. Ten students said that they liked reading realistic fiction, picture books, and biographies. Nine students liked reading poetry. Seven students liked reading plays and true facts. Five students liked reading fantasy, folktales and fables, and sports. Three students liked reading magazines. Finally, two students liked reading historical fiction, science fiction and myths.



Fiure 4. Reading Attitude Survey: What kinds of books do you like to read?

The targeted students from Sites C and D were asked how they choose something to read. Figure 5 indicates that the majority of the students stated that they looked at the front cover. Some other answers that were given were, following a teacher's suggestion,

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reading the first few pages, looking at the level, reading the back cover or the jacket flap, listening to a friend, reading books that belong to a series and reading books by a favorite author.

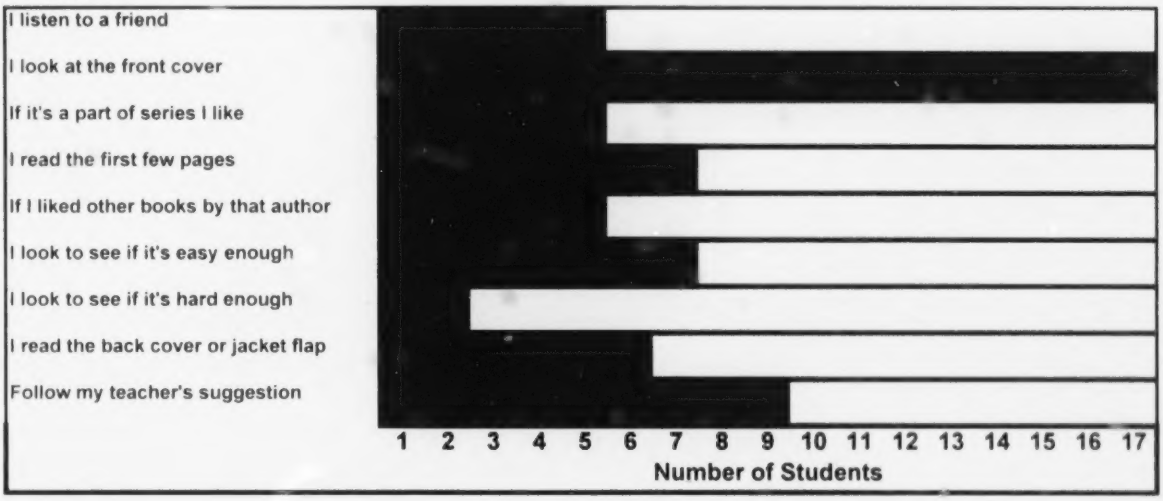
I listen to a friend
I look at the front cover
If it's a part of series I like
I read the first few pages
If I liked other books by that author
I look to see if it's easy enough
I look to see if it's hard enough
I read the back cover or jacket flap
Follow my teacher's suggestion
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17
Number of Students

Figure 5. Reading Attitude Survey: How do you choose something to read?

The students were asked how they like to read. Figure 6 indicates that most of the students answered that they like to read with their teacher in the group. Some of the students like to read by themselves, with friends, or with other students on the same reading level.

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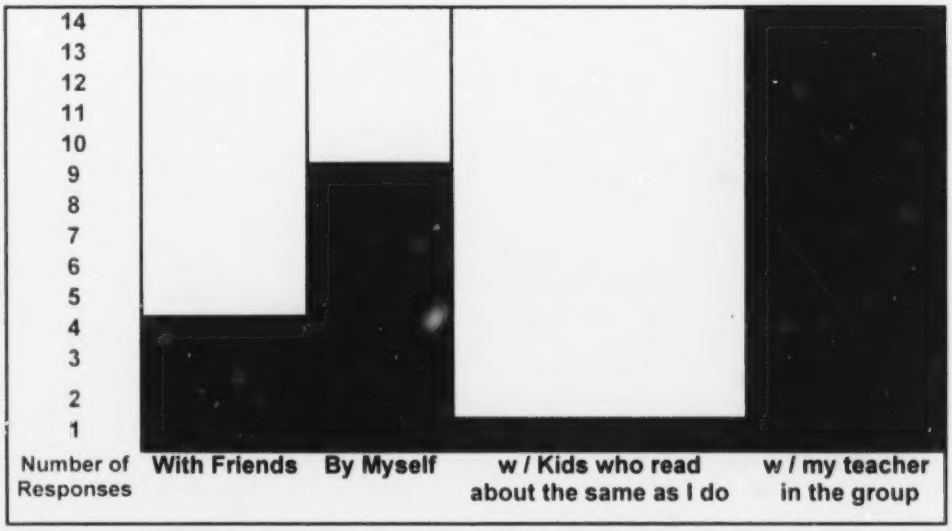

Figure 6. Reading Attitude Survey: How do you like to read?

The parents in the targeted schools were given a parent survey to determine how they feel about their child's reading habits. The following is a narrative of the parents' responses. After compiling the information from the reading survey, the researchers found that the parents of the first grade students stated their child's strengths in reading included: syntax, predicting what will happen next, looking at pictures, high-frequency word bases, and comprehension of stories. The parents also stated that their child likes a variety of books. This interest in a variety of books increases their interest and willingness to read, which in turn effects their motivation to want to read.

According to the parents, the influences that have contributed to the strengths of their child's reading ability included making time for daily reading to their child, positively reinforcing the child's good reading behaviors, and being a positive role model. For instance, a parent mentioned that when her child observed other family members reading the child wished to participate in the reading event.

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When the parents were asked to describe their concerns about their child as a reader parents reported not finding enough time for reading, as well as concerns with their child's reading fluency. When children are lacking a knowledge base of sight words they sound out every word, which disrupts this fluency. In addition, parents were concerned with the changing reading strategies, which have the child looking at pictures to figure out words instead of sounding the words out phonetically.

When parents listed their child's reading interests, there was a variety of topics. The interests included the following: cartoon-based stories, fairy tales, animals, comics, mysteries, movie and television stories, popular trend stories, adventure stories, rhyming text, and different cultures and environments.

The authors that were mentioned as the children's favorites were Marc Brown, Dr. Seuss, Mercer Mayer, Eric Carle, and Tommie DePaola. Parents reported that their child checks these books out of the library often, and are always re-reading them and enjoying the rhyming text.

When parents were asked what other situations do they observe their child reading, they reported their child often reads street signs, billboards, and window signs. They read advertisements on the television and the directions for the video games. Some parents noted they observed their child reading magazines and parts of the newspaper, especially the sports and comic sections. Reading words on cereal boxes, store flyers, advertisements, menus, birthday invitations, and game cards were also reported.

In regard to parents sharing reading with the family, reading time was shared with their children every night, usually before bed. Parents read to their child in the car, especially on long trips, and they read the newspaper headlines with their child. One

mother reported that she reads one or two stories a day in English and when their father is home from being on the road, he will read to the children in Serbian.

The results for the targeted third and fifth grades were compiled by the researchers. When asked, a majority of parents identified comprehension and pronunciation as their child's strengths in reading. They feel that for the most part, their children love to read, with the exception of one parent who stated that his/her child only reads when forced to do so and given no alternative. A number of parents stated that they are impressed by the fact that their child tries very hard and attempts to read items beyond their level. One parent identified his/her child's ability to become deeply involved in a story and identify with the characters as a major strength.

The parents overwhelmingly felt that the greatest influences to their child's reading strengths were role models; people who read to and in front of their children at home and in school and people who show a great love for the written word. Many parents stated that friendly competition with siblings encourages their child to become a better reader. Other influences that contribute to their children's reading strengths, according to parents, include reading to the child at an early age, high interest books at home, having the child read to them, and reading the Bible every day.

Some concerns that parents have at this level included the feelings that their child does not read fast enough, pronounce words correctly, or comprehend what they read. Some parents also feel that their child lacks concentration and confidence. They need help but will not accept it when offered. The biggest concern, by far, though, was the facts that their children do not seem to enjoy reading. They will not read on their own, will not make time for reading, and do not choose to read during their free time. Most

parents' fear that their child will not come to enjoy books and never develop into life long readers.

Parents, with the exception of the parent who felt his/her child had no interest in reading, felt that their child's interests vary greatly depending on their individual personalities. Most parents stated that their child liked mysteries, funny books, and any kids book that have characters around their own age who have fun adventures. The most popular authors and books, are the Arthur book series by Marc Brown, the Junie B. Jones series by Barbara Park. The Magic School Bus was also noted as a popular series among the students in the research group. Other books that were mentioned were anything by R.L. Stein, Beverly Cleary, and the very popular Harry Potter series.

Probable Causes

This section enumerates three probable causes, as defined by the researchers. These probable causes are reasonable and probable explanations of the lack of motivation in reading. Lack of purpose, access and exposure to a print rich environment, and factors competing with reading enjoyment are the contributing facts that many of the students at the targeted sites do not demonstrate a high level of primary interest in reading.

Lack of Purpose

"Today in society, we are seeing more and more children that can read well but don't. Kids get turned off by the process of learning how to read. Reading is like any other skill, if you don't practice, you will not develop higher level vocabulary and comprehension skills" (Carbo, 1999). Schools seem to be focusing on the teaching of reading for the purpose of passing a standardized test instead of focusing on children becoming life long readers. As cited in Cooter, et al (1999) research indicates that young

children read on average 7 to 8 minutes during the school day (Anderson, Heibert, Scott, & Wilkinson, 1985). Teachers know that the development of fluent reading requires massive practice in order to satisfy student interest, build fluency, and increase vocabulary. Research data reveal that most teachers are not providing sufficient independent reading time as a regular part of the daily routine. It is becoming routine in schools to focus on reading as a task learned for the purpose of passing a standardized test. "Standardized tests do not measure a child's enjoyment of a subject, but their ability level in that subject. If a low performing student loves to read but is told they're unsuccessful at that task, their enjoyment will soon wane" (Lazarus, 1981). Lazarus believes that whether the influence of tests is a help or a hindrance to education, there is no denying that the quest for high scores gives the tests a great deal of control over what the schools teach and how they teach it.

In addition, some educators believe that it is "critical that children learn to read in order to become productive members of our society" (Hade, 1993, p. 642). This primary belief of many educators relies on overemphasis of skills and hinders the motivation of students to enjoy reading. "Children's attitudes toward reading are getting little attention in developing children's literacy ability" (Wang, 2000, p. 120). By focusing solely on test scores, not enjoyment, educators cannot prove that the child is becoming a lover of reading (Hade, p. 642). This lack of enjoyment for reading can create boredom, which, in turn, produces a negative attitude toward reading. Students' negative attitudes towards reading is a main factor that stunts their reading improvement.

In order to obtain a balanced array of pertinent information on a student, the educational system needs to look beyond standardized test scores to provide a curriculum

suitable for the learner's needs. Information provided by standardized tests focuses on students' shortcomings rather than their strengths. "Perhaps most important, we cannot ignore the very real, lifelong damage to student self-esteem that stems from overemphasis on the results of standardized tests" (Routman, 1991, p. 300). This lifelong damage to students' self-esteem correlates as to why the U.S. has "produced more high school drop-outs than college grads" (Sherman, 1991, p. 201). The pressure placed on students to succeed on standardized tests hurts children's confidence leaving them with a hopeless sense of failure. Murphy states:

> The greater the press for accountability through standardized tests, the more likely it is that teachers' descriptive assessments of children's literacy development are brief, standardized, and global rather than extensive, specific, and personalized; focus on what children cannot do rather than on what they can do; are cast in impersonal, distancing language; emphasis a simple linear, technical view of literacy; exclude reference to books the children are reading. (Murphy, et al, 1998, p. 92)

Smith's study (as cited in Wang, 1991) found that children may suffer stress and long-term anxiety due to standardized reading. These symptoms can greatly frustrate children's interest in reading. According to Wang, "when teachers come to believe that children do not have the ability to read because of one or more failures on test, children may doubt their ability in reading, and may never succeed in reading" (p. 121). Based on the information gathered on standardized testing, the researchers of these sites selected an alternate approach to obtain information about the learners.

The approach selected to obtain information about the learners was the use of anecdotal records. These records provided the researchers with information used in a variety of settings, which is not available with the use of standardized testing. "Anecdotal records can also be used to promote reflection on student growth by the students, parents, teachers, and administrators" (Routman, 1991, p. 313). Through conferencing between teachers and students on the students' reading growth, allows for an increase in the students' self-esteem. This step is a motivational process towards helping the student have an enjoyment for life-long reading.

Access and Exposure to a Print Rich Environment

The lack of access and exposure to reading materials hinders the child's ability to enjoy reading. With more one-parent and working families, opportunities to use public libraries have declined. "It is a well established fact that children read more when they have more access to books" (Krashen, 1993, p. 614). Trips to the public library are not always the highest priority in a family due to lack of time, and other commitments. For instance, extracurricular activities consume a large portion of time. Therefore, the availability of time to go and access books is minimal, thus the amount of children reading has also declined.

Some children do not have appropriate reading materials in their homes, or opportunities for shared reading experiences at home. Many households have few books in total and even fewer that are appropriate and interesting to children. As Feitelson and Goldstein (1986) have shown, "...61 percent of low-income families have no books at all in their home" (p.924). Hanson stated (as cited in Lamb and Arnold, 1973), "The number of books and magazines in a child's home, the amount of time spent reading aloud to the

child, and the presence of significant people in the home who serve as models of reading habits all appear to influence the child's formation of reading habits." The parents play a major role in forming their child's reading attitudes, interests, and achievement. "Such one-on-one interactions are key elements of home environments that support children's learning" (Strickland & Morrow, 1990, p. 518).

The appropriateness of reading materials can have a positive or negative correlation to a child's reading habits. If the reading material is too complex for the child, he or she will immediately reach a frustration level. This will unfortunately turn the child off to the whole reading experience. Therefore, the frustrated child will be unmotivated for future reading.

Classrooms should foster a print-rich environment. However, many classrooms lack materials such as newspapers, magazines, high interest books, leveled books, word walls, and child-made books. This lack of materials and resources adds to the decline of fostering reading motivation, fluency, and achievement. McQuillan (1998) concludes, "There is now considerable evidence that the amount and quality of students' access to reading materials is substantively related to the amount of reading they engage in, which in turn is the most important determinant of reading achievement" (p. 86).

With the increased population of second-language learners in the school systems appropriate reading materials are lacking and are not readily available. As cited in Cooter (1999) getting high-quality books written in English and Spanish into the hands of children at home is another challenge to be faced (p. 893). As a result, second-language learners may also become unmotivated to read due to the lack of appropriate and readily available materials.

Factors Competing with Reading Enjoyment

"Television is an integral part of everyday life that detracts from reality and induces passivity. Few adults read any more, preferring the entertainment provided by television" (Woiwode, 1993, p. 84). The number of life long readers has declined due to television viewing. Many citizens are relying on other mediums to gain information rather than reading. "After all, people get information from television, radio, videocassettes, and audio tapes. Workers can learn their jobs by attending a class or putting a tape in the VCR. Computer databases give you more facts than you'll ever need, and CNN tells you what's happening in the world. Who needs to read?" (Sherman, 1991, p. 202).

Television and video games are contributing factors to the lack of reading. "One of the most disturbing truths about TV is that it eats books. Once out of school, nearly 60% of all adult Americans never read a single book, and most of the rest read only one book a year" (Woiwode, 1993, p. 84). Television/video games and reading fall on opposite ends of the scale. Many children choose television and playing video games over reading because these mediums require less of an attention span than reading. Trelease (1989) states:

> Good children's books are written to hold children's attention, not interrupt it. Because of the need to hold viewers until the next commercial message, the content of television shows is almost a constant action. Reading also offers action but not nearly as much, and reading fills the considerable space between action scenes with subtle character development. (p.121)

Children spend more time in front of the television and video games than quality time spent with teachers and parents. "Television's capacity to enthrall and distract children has probably been helpful to parents in the short run but destructive to children's tendencies to read and imagine" (Sherman, 1991, p. 202). It is also not difficult to see the correlation between low literacy levels and such social problems as a rise in juvenile crime, attraction to many youngsters to join gangs, and a general sense of hopelessness among so many children (Cooter, 1999, p. 891). Children learn this type of social misbehavior through modeling what they may view on television and video games.

CHAPTER 3

THE SOLUTION STRATEGIES

Literature Review

As defined in Chapter 2, there are three basic causes as to why children may not be motivated to read and consequently may not become life long readers or benefit from the enjoyment of the written word. These causes are a lack of purpose set by the schools for reading, a lack of access to books and exposure to a print rich environment including poor modeling by adults to encourage reading, and competing factors such as television and time constraints. The researchers have tried to incorporate their own practical ideas as well as suggestions from experts in the field into the possible solution to this problem. These solutions are explained in the following paragraphs and are listed in the project objectives, processes, and action plan later in this chapter.

Providing a Purpose

Learning experiences based on the child's expressed interest will motivate the child to complete a task more often than with state standardized learning techniques. Successful completion of challenging experiences promotes greater confidence and motivation to learn than fear of failure. "If students are given enjoyable activities that involve reading, they will be more likely to see it as an enjoyable activity rather than as a

means of rating them, placing them, and promoting them." (Anderson & Pavan, 1993 p.159).

Access and Exposure to a Print Rich Environment

Studies have shown a positive relationship between a literacy-laden home and students' school performance. The presence of newspapers, magazines, books, dictionaries, and computers help to create a positive home setting. According to Finns (1998):

> Researchers discovered that parents of high-achieving students had distinct styles of interacting with their children. They created emotionally supportive home environments and provided reassurance when the youngsters encountered failure, they accepted responsibility for assisting their children to acquire learning strategies, as well as a general fund of knowledge (p. 23).

"A great deal of research confirms a strong relationship between parents reading to their children and the development of reading enjoyment and proficiency."(Finns, 1998) The reading habit can not be coerced. A child needs to discover that reading is a way to find information and also a way to relax and be entertained. (Shanok, 1991) As parents and teachers think about helping children cultivate reading as a life-long habit, they must bear in mind that access to new and interesting materials keeps things lively. Parents and teachers have to model reading behaviors that encourage children to read for enjoyment at any given time. A possible model that can be used in the classroom is the incorporation of the nationally recognized Drop Everything and Read (D.E.A.R) program. Teachers should set aside twenty minutes per day for students to self select and

read books. (Cooter, 1999, p. 891). The D.E.A.R. program is flexible and teachers are free to be creative with the general procedures for the program.

Getting D.E.A.R. time started at the classroom level can be quite simple. It begins with an understanding that time set aside for pleasure reading is not a frill, but a necessity to a balanced reading program. Simply set aside time daily when everyone reads. Students may be allowed to read to read independently or with small groups or with partners. According to Short (1991), the rationale for shared reading experiences is invaluable:

> All teachers need to establish a variety of literacy settings in their classrooms in which students experience different levels of support by the teacher of other readers and by the text. Students need opportunities to read independently as well as to read with the support of the teacher or other readers in the classroom. Shared reading experiences in which two or more students informally share the reading of a book can be used to support reading in the classroom. (p. 106)

Another variation to the D.E.A.R. program is Sustained Silent Reading, or SSR. Sustained Silent Reading gives pupils a different perspective of reading than the one they ordinarily have. If SSR is a whole school activity, not only do the children and teachers read, but also the principal, nurse, clerical, custodial, cafeteria staff, and other adults in the school. If this is not possible, SSR can be used in the individual classroom. Teachers and other adults serve as role models for children to emulate.

Part of the problem stated earlier was that some children have little access to books. With more one-parent and working families, opportunities to use public libraries have declined. "It is a well established fact that children read more when they have more

access to books" (Krashen, 1998, p. 614). To solve this problem, teachers can establish a classroom lending library. This should contain books of high interest to students and multiple level books to incorporate the different needs of different students. As Galda (1998) notes, "All readers...need books that allow them glimpses of the selves they are, visions of the selves they'd like to become, and the images of others that allow them to see beyond who they are" (cited in Opitz, 1999, p. 888).

Simply providing interesting books for children is a powerful incentive for reading, perhaps the most powerful incentive possible. Providing interesting reading itself is an excellent motivator, it also shows the powerful impact even a single exposure to books can have (Ramos, 1998, p. 614).

Motivating children to read and encouraging a love of reading becomes a problem when children do not have appropriate reading material in their homes or opportunity for shared reading experiences at home. According to Hong, 1995, letting children take books home is an invaluable experience:

> What better way to encourage a love of reading than to let students take home books to share with their families? A school to home reading program is easy to manage, encourages children to be responsible, and to involve parents in their children's development as readers. (p. 64)

A Backpack Books program can be established in any classroom. In this program, high interest books, follow-up family activities, and a book report form are placed in backpacks. Each week, different children take the backpack home and complete the activities with someone at home. They are invited to share their "projects" with their classmates upon return to school.

A home reading program can increase everyone's involvement in the reading process: kids, families, and teachers. "The kids love taking books home and realize it is a privilege. For parents, the program will allow them to see firsthand how their child is growing as a reader. Parents come to understand the value of different types of reading experiences" (Hong, 1995, p. 66).

Children can also be motivated to read through the use of one or more of the growing pool of national incentive reading programs. "School or business sponsored reading programs may help parents develop a regular structure for home based literacy and help them overcome obstacles to literacy activities in the home." (Finns, 1998) One such program, sponsored by Pizza Hut is the Book It! National Reading Incentive Program. This program rewards young readers with free pizza, along with recognition buttons, stickers, all-star reading medallions, and praise. The teacher monitors the students' progress through a charting process, while parents monitor their child's progress at home.

Other programs include the Six Flags 600-Minute Program, 7-11's People Who Read Achieve Program, and the AMC Theaters' Read for the Stars Program. The private sector's interest in literacy is clear: it needs skilled workforce without high cost to train employees. Businesses are meeting this challenge by encouraging literacy at an early age and rewarding young people for increasing their time spent reading.

With all of these solution and intervention strategies, the purpose is to encourage children to read more often and to appreciate the enjoyment that reading can offer. Not all children will become lovers of the written word, and no one program will be meaningful to all children, but teachers need to look beyond the traditional methods of

reading instruction. More books, more fun, and more incentive need to be offered in order to get young people to read more often and for different reasons. In 1986, Carbo stated:

> We have wasted a great deal of time, money, and human energy in pursuit of a mythical best approach to teaching children to read. There is no best way; there are many different approaches-some of which are effective with some children, and ineffective with others. Each youngster learns differently from every other one, and it is the match between how the learner learns and how the method teaches that determines who learns what and how much. (p. 1)

Monitoring the Media

Children often lose interest in books when they have to read them on their own. Reading becomes work and children prefer the instant gratification of turning on the television to satisfy their need for a story. As stated in Broadcasting, January 11,1988 watching TV falls into the number one after-school activity for children. A solution for parents would be to turn off the TV and share a good book. "If we insist that children watch less TV and play fewer video games, we need to provide them with other ideas of how they might spend their time." (Condry, 1993 p. 259) Parents and teachers should help children understand that reading can be an entertaining alternative to television and a good book can be as exciting as a video game.

Project Objectives and Processes

As a result of the implementation of the following intervention strategies: D.E.A.R Reading Program, Sustained Silent Reading time, classroom lending libraries, and a Backpack Books Program, during the period of January 2000 to May 2000, the

targeted students' attitudes towards leisure reading and reading for enjoyment will improve. Students at the targeted sites will be motivated to read for pleasure in school and at home and will come to understand the importance of choosing reading as a valuable activity. A parent survey, student interest and activity surveys, and pre and post teacher observation checklists will measure changes.

Project Action Plan

Our action plan is to implement monthly incentive reading programs as well as in school and at-home reading activities.

The researchers will conduct a 20-minute DEAR reading program on a daily basis. During this time, the students and the teacher stop what they are doing and read for fun and to strengthen literacy skills. Cooter (May 1999) says, "Teachers should set aside at least 20 minutes per day for students to self select and read books." The DEAR program will be organized throughout the week as "Mono Monday," reading alone, "Together Tuesday," reading with a partner, "Wherever Wednesday," read anywhere in the room, "Theater Thursday," act out parts of books, and "Friendly Friday," reading with friends.

Each researcher's classroom will also contain a lending library that will enable students to borrow books from the teacher, other students, and books made by students in the school. The lending libraries will enable children to have a larger variety of high interest books at their disposal. Those children who do not have many books at home will be able to use a larger number of books for reading enjoyment.

A school to home connection will be made through a "Reading Backpack" strategy that gets "books of appropriate interest and reading levels into each child's home

at least once per week" (Cooter, 1999). Each classroom will have backpacks that will include a high interest trade book, a follow up family activity, and a follow up book report form. This provides the researchers with insight on their students' interests as well as their students' reading habits. This will also involve family members in the child's reading process and development.

One national incentive reading program that will be implemented over the research time frame is the "Book It! Program." Book It! Is sponsored by a nationally recognized restaurant chain. Throughout the program, students attempt to meet teacher-set goals over monthly periods to receive prizes from the sponsor. Parents monitor the progress of their children throughout the "Book It" program. Researchers will also encourage their students and parents to participate in their respective school's Family Reading Night event, held on different nights throughout the research period.

Project Tools for Measurement

Prior to the onset of our intervention strategies, parents will be asked to complete a survey pertaining to their child's interest level in reading and how they encourage and motivate their child to read in their leisure time. We will be inquiring about whether there is an environment outside of school that might promote their child's enjoyment of reading, such as a quiet place to read alone in the home. Students will complete surveys pertaining to their reading interests and their opinions on reading at home and how they judge their reading ability. They will also be asked questions on when they like to read and what types of reading activities they enjoy.

The researchers will complete a pre and post intervention observation checklist to determine if our strategies for motivating students to read are having, and have had,

positive outcomes. We will observe and record whether students are reading when given the opportunity, or choosing other activities. We will also use these checklists to monitor the students' participation in reading activities.

CHAPTER 4

PROJECT RESULTS

Historical Descriptions of the Interventions

Through providing high interest trade books in classroom libraries, extra time for silent reading, national incentive reading programs, and home based activities during the period of January 2000 through May 2000, first, third, and fifth grade students in the targeted classrooms increased their enjoyment of the written word and their willingness to choose reading as a free time activity. The researchers measured results by using pre and post observation checklists, parent surveys, and student interest inventories for reading.

The first step of the intervention was to complete a student pre-observation checklist (Appendix E) during the first classroom session to assess student reading habits and book choices. Next the researchers surveyed parents (Appendix D) of the targeted classrooms to assess reading interest in the home. The researchers at the 1st grade level conducted a primary reading survey (Appendix A) while the researchers at the 3rd and 5th grade levels completed interest inventories (Appendix B) to better understand the students reading habits. Observations were completed throughout the intervention period

and post interest inventories (Appendix C) were conducted upon completion of the intervention period.

Over the five month period the following interventions were implemented: lending libraries were set up in researchers' classrooms, classrooms participated in national incentive reading programs, a home-school connection was initiated through a Backpack Book Program, and extra time was provided within the school day for silent reading and the D.E.A.R. program.

Classroom lending libraries provided students with a number of high-interest reading materials. The students were encouraged to borrow books and share insights with classmates. Students were not limited to time constraints and were allowed to trade books with classmates. The researchers used student interest inventories when creating their libraries to ensure a wide variety of material that would encourage student use.

National incentive reading programs were implemented: The Book It! Program or the 600-Minute Reading Club was used to encourage increased leisure reading. Students who met the set criteria were rewarded with pizza certificates from the Book It! Program and an amusement park ticket from the 600-Minute Reading Club. Both programs were sponsored by national franchises. The Book It! Program is designed for the teacher to set the criteria for the classroom. The 600 Minute Reading Club is a timed program that is the same across all grade levels.

Each researcher created a Backpack Book Program for their classroom. High interest books and activities that support the book such as book reporting forms, story webs, fact finding and illustration activities were put into backpacks. The students

borrowed the backpacks and completed the activities at home with their parents. The activities and backpacks were returned with comments from the parents.

The final intervention was D.E.A.R. reading sometimes referred to as Sustained Silent Reading. Fifteen to twenty minutes was given daily in each classroom for students to choose books and read silently.

The information contained in the following paragraphs describes the intervention processes at Site A. The interventions included a lending library, two national reading incentive programs, a backpack program, and a special time allotment dedicated toward different approaches to reading and the enjoyment of books.

Using the parent survey and classroom observation the researcher created a lending library within the classroom. The lending library was established by using book club bonus points earned throughout the year. The school also provided material from the classroom stipend. The books ranged from below first grade level to early second grade level to meet the needs and abilities of all the students involved in the intervention. This allowed the non-readers and less motivated students the opportunity to read independently or with their peers; providing more opportunities for success. Students, who at the beginning of the intervention, were less motivated and needed more encouragement, by the end of the program were readily borrowing their own high interest books, some wanting the same book several times. For example, one student borrowed a Berenstein Bears book every week. By the end of the intervention, this was the only book she felt confident reading and discussing. The researcher observed a higher level of excitement when new books were introduced into the library. To encourage the students to borrow these books the researcher read the summary and introduced the characters.

The researcher observed that several students engaged in book discussions and encouraged one another to read different titles in the library.

Two national incentive reading programs were incorporated into the daily classroom routine throughout the intervention period. Mentioned earlier, Book It! Program (Appendix F) encouraged students to read to receive a certificate for a pizza. At Site A, the criteria for success in this program was for students to read ten books a month. The books had to be at their reading level or if they were higher level books they could have the books read to them. The students were then required to record the title and author of the book, the date it was read, and their favorite part of the book. Their recording sheets had to be signed by their parents. In cases where parents were not available, the researcher assisted students in fulfillment of their reading goals. The response was positive as noted by the number of students who successfully reached the set goal every month. To encourage the students to participate, the researcher included program information and reminders in weekly newsletters as well as an incentive chart that was displayed in the classroom.

The second national incentive reading program was the before mentioned 600 Minute Reading Club (Appendix G), which rewarded students with a free ticket to Six Flags Amusement Park if they met the criteria. Students' reading time was tracked and recorded by the parents. At Site A, this program was not as successful a motivator as Book It! Only two students were successful at meeting the criteria for this program. The parents stated they thought the amusement park prices were high and their families did not spend time at this park. This could be one reason why there was a low participation rate in this program.

The next intervention was the Backpack Book Program. This intervention was the strongest connection between home and school. Different students were allowed to take home one of five backpacks that included a high interest book and an activity coinciding with the book (Appendices H and I). Backpacks were rotated on a weekly basis so all students had the opportunity to read all the books. There was a parent participation section for each activity. This intervention allowed parents the opportunity to set up a reading time at home. This also opened dialogue between parents and students concerning reading habits and comfort levels for reading at home. The researcher observed that this was a highly motivating activity due to the students' reactions and excitement on the days when the backpacks were sent home. The students showed pride when returning the backpacks and displaying their finished activities.

The final intervention at Site A was a fifteen-minute time allotment every day in which students and teacher "dropped everything" and read. To encourage a positive attitude toward this activity each day was assigned a different mode of reading: Mono Monday, when each student read by him or her self, Together Tuesday, when each student chose a buddy to read with, sometimes this was done with the third grade class, Wherever Wednesday, when each student sat anywhere in the room, Theater Thursday, when a group of students acted out scenes from books, and Friendly Friday, when students were able to get in a group of four or five and read the same book together. Introducing the different modes of reading allowed students' personalities and strengths to be shown. Students who were uncomfortable reading in large groups excelled when able to read with a buddy or a small group of friends. The kinesthetic students enjoyed the opportunity to read anywhere in the room and perform in front of the class. Often

students tired to improve on performances by other groups by acting out the same stories. An example of this was the Arthur story in which he looses a tooth. With each performance more details from the story were added, thus creating a better understanding of the story.

This researcher observed positive signs throughout each intervention. The students responded well and parents took an active role in encouraging their children to read for enjoyment.

The following information contains a summary of the intervention process at Site B. The interventions took place in a first grade classroom and included a lending library, two national reading incentive programs, a backpack reading program, and a special time allotment for the D.E.A.R. program.

Parent surveys, student interest inventories, and classroom observations helped this researcher create a lending library for the first grade students. The library contained a variety of reading levels ranging from picture books to second grade level books to fit the needs of each individual student. For example, non-readers were able to choose from picture books or books with few words while able readers were provided with reading level appropriate materials. The books provided for the library were of high-interest to the students. Six of the books in the lending library were actually donated by first grade parents. In addition, the library included student created books in which the students were the authors and illustrators. The students also discussed with their peers what they liked about specific books and recommended them to their friends. Three students in particular often asked to take home the same book repeatedly. One student mentioned how much he liked the book Brown Bear, Brown Bear, What Do You See? by Eric

Carle, and he stated, "I'm so good at reading this book, I can read it with my eyes shut!" This student had very little confidence in his ability to read toward the beginning of the intervention, however, after finding a book he could actually read, his confidence slowly increased. The parent of this child stressed her amazement on how her son wanted to read this book to her. She mentioned that her son usually had to be persuaded into reading. One other parent sent a note to school stressing how much his child enjoys lending books from the classroom library.

The first national reading incentive programs incorporated into the first grade classroom during the intervention was the Book It! Program. The Book It! Program was sponsored by Pizza Hut. The program rewarded a student for his or her reading accomplishments. The researcher established the monthly reading goals for the program. The students were given a reading goal to complete each month. They had to read 10 books and record the title, author, and his/her favorite part. Each month that a student completed the designated reading goal he or she received a free personal pan pizza coupon. The students' progress was graphed on a chart provided by the Book It! Program. A letter explaining the program was sent home to the parents explaining how the program worked. Parents were encouraged to be involved in their child's reading progress. This seemed to help the success of the program.

The second national incentive reading program incorporated in the intervention was the 600 Minute Club sponsored by Six Flags. The students were given a form to complete. This form required the documentation of the books read and the minutes spent reading each book. In addition, a parent or guardian signature was required. This program was a success for six of the first grade students. These six students had siblings

in the school who also participated in the program. The first graders who had siblings participating in the program were more motivated to keep up with their reading. Four students mentioned that their parents were not available to assist them with their reading, which decreased the amount of participation in this program. Much of the responsibility was placed on the parents to help their child due to the young age of the student. The cost of the tickets for parents and other siblings not participating in the program was also a concern for three students.

The next intervention was the Backpack Book Program. The Site B researcher incorporated the backpack book program with an already existing program called the "Homework Backpacks." There were three backpacks that rotated to each student's home on a weekly basis. When everyone had the opportunity to complete the backpack activity, the contents of the backpack were exchanged with new books and activities. Each of the three backpacks consisted of a book to read as well as an extension activity of the book. The backpacks not only focused on reading high-interest books but also included strengthening other academic skills, such as math. For example, The M&M's Counting Book by Barbara McGrath, was used for one of the backpacks. The student with this particular backpack was required to read the book, estimate how many M&M's were in the bag provided, count out the M&M's, and graph the colors of the M&M's. These activities were recorded on a sheet provided in the backpack and returned to school on the following day. However, the student was allowed to eat the M&M's. This intervention encouraged a home-school connection in a positive manner. All of the backpacks were returned on time and rotated to the next student without any problems. A comment sheet was provided in each backpack for parents or guardians to make

comments or supply suggestions. Some of the comments made by the parents included, "Cute idea!", "This was a fun one!", and "[He] really enjoyed the activity!" As a result of the student's excitement and the parent's comments, the researcher concluded that this was a highly motivating intervention.

The final reading incentive program took place in the classroom on a daily basis. This reading time was called D.E.A.R. The time allotted for this intervention was 20 minutes, on occasion extending to a 30 minute period. Each day was given a designated way in which the students were to read. The students in the Site B intervention mentioned that Theater Thursday and Friendly Friday were the most enjoyable. Every Thursday the researcher read a story aloud while the students role-played the story. Many students became involved in prop creations for the story. On three occasions, a student volunteered to read the story aloud to his or her peers while the researcher re-enacted the story with the students. Friendly Friday, also considered Reading Buddies Friday, was as well pleasurable for the Site B students. The fifth graders from the school came into the classroom to read to the first graders or listen to a story being read by the first graders. The fifth graders were able to model good reading habits for the first graders. The students enjoyed the cooperative aspects the program offered. However, one of the above level readers in the intervention liked Mono Monday the best because he was able to continue the chapter books he had been reading at home. Even so, every student was accommodated in regard to his or her reading style, and every student eagerly participated.

This researcher observed positive signs of reading motivation throughout each intervention. The students responded well and parents became actively involved in encouraging their children to read for pleasure.

The following is a summary of the interventions that occurred in Site C. The students who were involved in the Site C interventions were in fifth grade. The interventions conducted at this site included: a lending library, a national reading incentive program, backpack books, and D.E.A.R. time allotment.

Due to the results of the reading inventory survey, a large variety of high interest books were established as a classroom lending library. These books were provided by the researcher, a district funded reading program, already existing classroom resources, and students' books. Because of the large variety of high interest books the fifth graders in the targeted site were enthralled with the lending library. Many of the students enjoyed the books that they were reading that they often asked if they could take the books home to finish reading them. Often there were multiple copies of each book, which led to great discussions amongst the students who were reading the same books. The students were interested in bringing their own books from home and sharing the books with the other students. The lending library was a great success that motivated the students to read.

Another highly motivating intervention was a national reading incentive program sponsored by Six Flags Great America. The students were rewarded with a free ticket to Six Flags by completing 600 minutes of reading in their spare time. About 75% of the class completed this program. Students were eager to record their minutes read on personal reading logs. The students were surprised that reading for 600 minutes was

really not a difficult task to achieve. Parents often stressed their amazement at the motivation that their child had to read. They stated that their child "would come right home from school and read." This program also awards each classroom teacher with a free ticket to Six Flags as well.

The next intervention, Backpack Books, was enjoyed by all of the students. The students displayed their creativity while enjoying reading. Each week three students brought home separate books of their choice to read. On the following Monday, the students conducted a culminating activity for their book (Appendix H). Many of the students dressed up as a character in their book and gave an oral report of the book. Other students made dioramas, posters, or collages of their books. The students loved this activity and could not wait for their next chance to bring a book home again. Many of the parents became highly involved in these activities as well. Parents stated that their child "would often read out loud to them in order to get a feel for the character to help with the culminating activity. Each student was videotaped with the tape returning home for the parents to see what a success the activity was.

D.E.A.R. was conducted daily in the classroom. The time allotted for this intervention was usually 20-30 minutes daily. Mondays were called "Mono Monday," where the students would choose a book and read quietly to themselves. Tuesdays were called "Together Tuesday." On Tuesdays, the fifth grade students would get together with their book buddies in the second grade and read and discuss books with each other. This was an enjoyable experience for all. Wednesdays were called "Wherever Wednesdays." The students could choose anywhere in the classroom they wanted and read quietly. Often students would go and sit under a table or at the teacher's desk and

read. Thursdays were called "Theater Thursdays." The students displayed their creative sides by acting out parts of the book they were reading. The students loved this activity. Fridays were called "Friendly Friday," where the students would get together with their friends and read and share books.

Through all of these activities the students displayed a love of and motivation for reading. They often stated how much fun they were having reading. Just like one of their favorite characters in the classroom novel, Maniac Magee by J. Spinelli, the students would always be seen with a book in his or her hand. The researcher observed that the desire to read continued to the end of the school year, well after the intervention.

The following paragraphs describe the intervention process at Site D. The interventions took place in a third grade classroom and included a lending library, two national incentive reading program, a back pack reading program, and a time allotment D.E.A.R. program.

The lending library in Site D included high interest and multi-level tradebooks that the researcher provided after completing assessment of reading interest inventories and parent surveys. Books were provided by the researcher through a classroom stipend, school library, and an existing collection of tradebooks in the classroom. Students were encouraged to borrow books at their leisure and discuss those books with their classmates. The researcher set up a quiet place in the classroom that included comfortable seating so students could use the library at any time during the school day. Student responsibility improved over the course of the intervention. Students became self motivated and operated the library without teacher guidance. By the end of the intervention students were encouraging one another to care for and respect the materials

in the classroom library. Parents voiced appreciation for allowing students the opportunity to enjoy larger base of books. One parent in particular, stated that she appreciated that her daughter was able to use more books in the classroom since she is a single working parent and is often unable to take the time to visit the public library.

The second intervention was the introduction of two national incentive reading programs. The Book It! Program rewarded students who met their set criteria in time spent reading. The researcher at Site D established the following criteria: Students had to read and report on two books per week throughout the intervention. The researcher encouraged students to use the lending library to fulfill this criterion. Student progress was recorded on a classroom chart and reminders were sent home on a weekly basis. This intervention was successful in that 100% of the students participated and completed the program. All students earned at least one pizza certificate. The researcher observed that this program encouraged a friendly competition between students to see who would read the most books.

The 600 Minute Program was less successful due in part to the fact that one aspect of this program involves the purchase of additional amusement park tickets and the distance to the park. Although students participated readily, these factors hindered progress and completion of the program. Twelve students completed the program and received the reward.

The next intervention was backpack books. Five back packs were placed in the classroom library and each Friday a student was selected to take the back pack home, read the book with a parent, do an activity pertaining to the book, and complete a report. This intervention encouraged the school-home connection and both students and parents

responded positively. On one occasion a parent visited the classroom to ask if she could take another back pack home immediately and complete another project with her child. Projects were displayed in the classroom and parents were encouraged to come to school and present their projects to the class with their child. One parent made illustrations and constructed a picture book for students to color that coincided with the book he read with his child. The researcher observed that this intervention was highly motivating and enjoyable due to the high level of participation and excitement.

The final intervention was the D.E.A.R. program. As mentioned by the researchers in the other sites, a time each day was allotted for leisure reading and different daily activities. Students at Site D enjoyed reading with their peers or with a buddy and being able to choose a place in the room to read. They were not as motivated to read alone or to act out or role-play parts of their stories. They enjoyed the cooperative aspects and self-direction that the program offered. The lending library played an important role in this intervention. During D.E.A.R. time students chose books that they had read from the library and encouraged their friends to read those books. During the allotted time the researcher participated in the activities and modeled good reading and group behaviors. Students looked forward to this time, and after the first week, no teacher direction was necessary to stay on task.

Presentation and Analysis of Results

The researchers used pre and post observation checklists and reading surveys to assess the effectiveness of the intervention strategies. The pre-observation checklist and survey were administered in January 2000; the post-observation checklists and surveys were administered during May 2000. The five-month period provided adequate opportunity to fully implement the interventions and collect data.

Figure 7 shows a comparison between what the researchers observed at the beginning of the intervention and what they observed after completion of the intervention. The researchers reported improvement in all behaviors. The behaviors that show the greatest improvements included "responds to books through role-playing," and "chooses books as a free time activity" (Figure 7).

	Pre-Percent		Post-Percent	
Behavior	Yes	No	Yes	No
Joins in reading of familiar books	83	17	90	10
Responds to books through drawings	68	32	83	17
Responds to books through role playing	25	75	63	37
Chooses books as a free time activity	30	70	65	35
Selects own books to read	68	32	73	27
Selects appropriate books independently	48	52	68	32
Uses multiple reading strategies	45	55	68	32
Reads silently for 15-20 minutes	15	85	40	60
Recognizes different types of books	60	40	70	30
Recommends books to others	23	77	58	42
Reads a variety of materials and books	28	72	53	47
Participates in book discussions	40	60	65	35
Participates in reading instruction	70	30	75	25

Figure 7. Student Observation Checklist-All Grades

Figure 8 compares how the students in first grade felt about different aspects of reading before and after the interventions. The largest increase was recorded on question four stating reading out loud to your teacher. On question seven, getting a book for a present, the researchers received the same results during the pre and post intervention.

How Do You Feel When:		Pre			Post		
		Happy	Indifferent	Unhappy	Happy	Indifferent	Unhappy
1	Your teacher reads a story to you?	90	10	0	90	10	0
2	Your class has reading time?	75	15	1	85	10	5
3	You can read with a friend?	90	5	5	100	0	0
4	You read out loud to your teacher?	45	30	25	60	30	10
5	You read out loud to someone at home?	85	10	5	90	10	0
6	Someone reads to you at home?	90	5	5	100	0	0
7	Someone gives you a book for a presents?	85	10	5	85	10	5
8	You read a book to yourself at home?	80	10	10	85	10	5
How Do You Think:							
9	Your teacher feels when you read out loud?	80	10	10	90	10	0
10	Your family feels when you read out loud?	85	10	5	95	5	0
How Do You Feel About How Well You Can Read?							
		100	0	0	100	0	0

Figure 8. Primary Reading Survey

The students at the third and fifth grade levels were given a Reading Experience and Interest Survey at the close of the intervention process. It contained a free response portion and asked the children how often they read, where they prefer to read in their spare time, and how they ranked themselves as readers. The researchers noticed a thirty percent increase in those students who believed they were proficient readers in comparison with the pre-observation survey. According to the survey, children felt an increase in self-confidence while reading and in their reading ability. The survey showed that seventeen of twenty students chose to read at home, with friends, or with family. They no longer felt that reading was only a school time activity. Students stated that they thought reading was for fun and to learn new things, not just to get good grades. With the help of parents, students were able to find a quiet place and time at home to read. The

survey indicated that after the interventions, students began to read for a variety of reasons. One student stated that he enjoyed reading video game books to learn how improve his game scores. The researchers noted that even this student still liked video games, he was tying reading into this leisure time activity. The researchers also noted that many if the video game books contained stories and other activities pertaining to reading.

Conclusions and Recommendations

The motivation of children to read was central to the intervention study. As described in the previous section, students in the targeted sites exhibited a substantial increase in their motivation to read and choose reading as a leisure time activity. This substantial increase in motivation directly resulted from the four intervention strategies used by the researchers at each site.

The first intervention used was classroom lending libraries. Each researcher felt that this intervention was a success because of the participation level and enthusiasm of the targeted students. After conducting reading surveys and inventories, high interest books were provided for student use. Students were encouraged to borrow the books and share them with each other and their families. Students also brought in their favorite books from home to add to the library, therefore students had a plethora of reading material to choose from. Students were motivated to share their books with each other leading to valuable classroom discussions and students' recommendations for books. The researchers believe that the classroom lending library is an essential tool that would be a valuable resource in any classroom. Offering students a wide variety of reading materials

and allowing them to share their reading experiences is a wonderful motivator in encouraging student to read for enjoyment.

The second intervention included national reading incentive programs. The 600-Minute Reading Club, sponsored by Six Flags Amusement Parks, offered free tickets to those students who read for 600 minutes in their spare time. An obstacle to the completion of this program was that parents had to purchase additional tickets to the park, in order to accompany the children to the park. Distance to the park was also a problem for some parents. Although a number of students at each site did successfully complete this program, the researchers believe that this intervention was too selective and restrictive to be a valuable motivational tool.

The other national incentive program was Book It! sponsored by the Pizza Hut Corporation, awarded students with a free personal pizza. The researchers at primary sites set criteria for the number of books read, type of books read, and the level of books read. This program encouraged students to read at home and in their spare time. Students kept logs of books and parents signed their log after each book was read. Alternate goals were set for students who were not read reading or had difficulty reading. Parents or others read to or with these students. Due to the high level of participation, 100% at one site, the researchers believe that the Book It! Program is a successful motivator for student reading and is highly recommended.

The researchers noted that these incentive programs that offered extrinsic rewards were highly motivating to the students. Intrinsic rewards were also evident in that students felt successful and gained self-confidence in reading abilities. During parent/teacher conferences, many parents stated that their children continued to come

home and read even after they completed the incentive programs. This intervention, it is hoped, fostered a life long love of reading.

The third intervention used was a Backpack Books program. Students were allowed to borrow backpacks from the classroom that contained a high interest book, a book report form, and a culminating activity for the book. This was a valuable motivator because it involved a school to home connection. Parents were encouraged to complete activities with their child and participate in the culminating in the activity. Parents were invited into some of the sites to view completed projects, while in other sites students were videotaped while presenting their work. This videotape was sent home for family viewing as proof of the successful activity. The researchers believe that this activity is an excellent motivator for encouraging students to read. Once again, the level of excitement and enthusiasm to participate in the activity made the success of the program evident.

The final intervention was a daily time allotment used for different reading activities. This was the D.E.A.R. program. Various activities were assigned to each day of the week throughout the intervention period. Buddy programs between grade levels and book discussions were the highlights of this intervention. Students were encouraged to read alone and with classmates. The researchers modeled good reading behaviors by participating in the daily reading time with the students. Although the set time of twenty-minutes was a challenge for some students at the beginning of the program, nearing the end of the program students asked that the time be extended. Once again, the level of enthusiasm was an indicator to the researchers that D.E.A.R. was indeed a valuable motivational tool in encouraging students to read more often and for different reasons.

From research gathered throughout this project, the researchers have the following recommendations and suggestions for parents and teachers to motivate student reading: read aloud to children, model good reading behavior, fill your house and classrooms with extensive reading material, visit the library and bookstores regularly, ask older children to read to younger children, limit TV, video, and computer time, talk about books with children or students, and give time to read and allow children quiet time with books.

In conclusion, the researchers believe that the time spent on this project was worthwhile and helpful in their targeted sites. The effort required to implement this project was extensive, but worthwhile. Assistance from the researchers' supervisors proved to be invaluable. The completion of this project helped the researchers grow as educators and increase their knowledge of motivational reading techniques.

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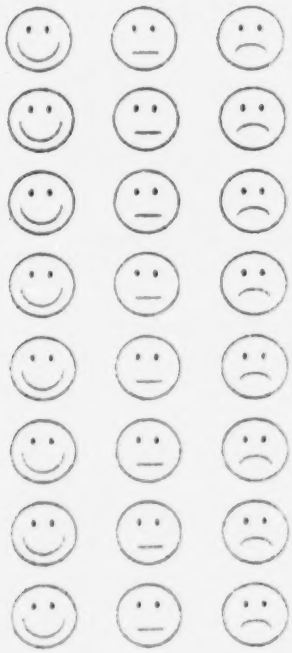
APPENDICES

My name is_____ The date is_____

Primary Reading Survey

How Do You Feel When:

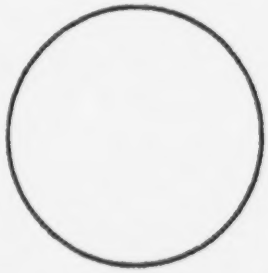


1. your teacher reads a story to you?
2. your class has reading time?
3. you can read with a friend?
4. you read out loud to your teacher?
5. you read out loud to someone at home?
6. someone reads to you at home?
7. someone gives you a book for a present?
8. you read a book to yourself at home?

How Do You Think:

9. your teacher feels when you read out loud?
10. your family feels when you read out loud?

How Do You Feel About How Well You Can Read?



Make this face look the way you feel.

Reading Attitude Survey

Name_____ Date_____

Directions: Make one check for each of your choices.

❑ I like reading a lot. ❑ Reading is O.K. ❑ I'd rather do other things.

.....

What kinds of books do you like to read?

❑ realistic fiction ❑ picture books ❑ poetry ❑ true facts

❑ fantasy ❑ folktales and fables ❑ myths ❑ mysteries

❑ historical fiction ❑ biographies (about real people) ❑ plays

❑ science fiction ❑ _____(write any other kind you like here)

.....

How do you choose something to read?

❑ I listen to a friend ❑ I look to see if it's easy enough

❑ I look at the front cover ❑ I look to see if it's hard enough

❑ if it's part of a series I like ❑ I read the back cover or jacket flap

❑ I read the first few pages ❑ follow my teacher's suggestion

❑ if I liked other books by that author

.....

When do you prefer to read?

❑ in my spare time ❑ at home ❑ as part of my class work

.....

How do you like to read?

❑ with friends ❑ with kids who read about the same as I do

❑ by myself ❑ with my teacher in the group

Reading Experience and Interest Survey

My name is _____ The date is_____

Directions: Mark your choices with an ✗ Fill in long blank lines with your own ideas.

1. What kinds of books and stories do you like to read?

❑ mysteries
❑ adventures
❑ sports
❑ scary stories
❑ poetry
❑ fiction stories that are about kids like me
❑ true facts about animals, places, and things
❑ true stories about people (biographies)
❑ fantasy
❑ books that tell how to do something

_____(Write your ideas here.)

2. A good book or story that I've read recently is _____

The author is _____ I'd tell a friend to read it because

_____

_____

_____

3. I've read _____books in the last month. I prefer to read

❑ in school during reading time
❑ with a friend
❑ in a group
❑ with someone in my family
❑ at home
❑ by myself

4. I think reading is

❑ for fun
❑ to learn new things
❑ for getting good grades

_____(Write your ideas here.)

5.
❑ I read better than most kids in my class.
❑ I read as well as most.
❑ I need help at times with my reading.
❑ I find reading very hard.

Parent Survey About Reading

Dear Parents,

Please take several minutes to help me learn more about your child as a reader by responding to the questions below. This survey will help me to have a better understanding of your child's reading habits and interests. This information will be used to create appropriate reading instruction for your child and the class.

Child's Name:_____

Parent or Caregiver's Name:_____

1 What are some of your child's strengths in reading?

2 What do you think are the influences that contributed to these strengths?

3 What concerns you about your child as a reader? (difficulties, needs)

4 List or describe you child's reading interests.

5. Which particular books and authors are your child's favorites? How can you tell?

6. In what everyday situations do you see your child read something other than a book?

7. How do you and other family members share reading and books with your child?

Appendix E

STUDENT OBSERVATION CHECKLIST

Behavior	Yes	No
Joins in reading of familiar books		
Responds to books through drawings		
Responds to books through role playing		
Chooses books as a free time activity		
Selects own books to read		
Selects appropriate books independently		
Uses multiple reading strategies		
Reads silently for 15-20 minutes		
Recognizes different types of books		
Recommends books to others		
Reads a variety of materials and books		
Participates in book discussions		
Participates in reading instruction		

BOOK IT!®

Reading Program Honor Diploma

This document certifies that

_____

(Student's name)

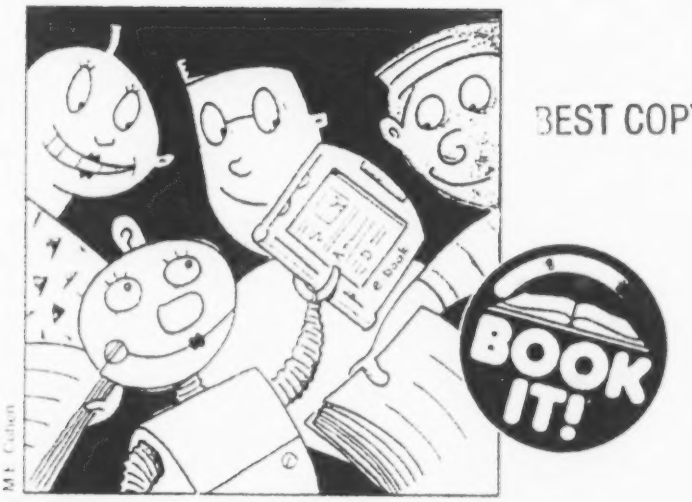
has satisfactorily completed reading goals for all six months of the BOOK IT!® Program and is therefore entitled to all due honors, awards and praise acknowledging this achievement.

_____

(Teacher)

_____ _____

(Date) (Principal)



BEST COPY AVAILABLE

An Almanac Century. A New Yardstick. The Optical Disc Name

BOOK IT

MARCH

1. Title:_____ _____Author:_____

Favorite
Part:_____

_____

Date Read:_____ Parent's Signature:_____

2. Title:_____Author:_____

Favorite
Part:_____

_____

Date Read:_____Parent's Signature:_____

3. Title:_____Author:_____

Favorite
Part:_____

_____

Date Read:_____Parent's Signature:_____

4. Title:_____Author:_____

Favorite
Part:_____

_____

Date Read:_____,_____Parent's Signature_____

★ REDEMPTION DATES: JUNE 17 TO AUGUST 6, 2000 ★ REDEMPTION DATES: JUNE 17 TO AUGUST 6, 2000 ★ REDEMPTION DATES: JUNE 17 TO AUGUST 6, 2000 ★ REDEMPTION DATES: JUNE 17 TO AUGUST 6, 2000 ★ REDEMPTION DATES: JUNE 17 TO AUGUST 6, 2000 ★ REDEMPTION DATES: JUNE 17 TO AUGUST 6, 2000 ★ REDEMPTION DATES

DEAR FAMILY

Here's how your student can become a winner in the 600-Minute Reading Club and receive a free admission to a Six Flags Theme Park:

Congratulations from Six Flags Theme Parks! Your child is on the way to becoming a winner in the Read To Succeed® 600-Minute Reading Club™. If your child reads for fun for 600 minutes, or ten hours, and returns his or her reading tally sheet(s) to the teacher by the date written in below, he or she will earn one free admission to a Six Flags Theme Park.

Have your child use the special Read To Succeed tally sheet to write down what he or she has read and the amount of time spent reading. When your child completes 600 minutes of reading, sign the tally sheet(s). Have your child return the tally sheet(s) to the teacher by the date at the bottom of this letter. Reading to complete school assignments does not count toward the 600 minutes! But your child can read to him/herself, read to someone else, or have someone read to him or her. Free admission coupons will be distributed to winners at their school before the end of the school year.

Here is some important information to remember:

1. Your child must be in grades K-6 (pre-K not included) and **in a school receiving the Read To Succeed program.**
2. The free admission coupon cannot be replaced if it is lost or destroyed.
3. Your child's free admission coupon must be used between **JUNE 17 AND AUGUST 6, 2000**. (No other dates will be allowed.) Free admission coupons are not valid on Saturday during the redemption period at Six Flags Over Georgia. Coupons are NOT valid at Six Flags safari or water parks
4. The free admission coupon is your child's and will admit only him or her. It is invalid if it is sold or given away to another person.

SixFlags

READ To Succeed

Return your tally sheet(s) to the teacher by:
Tuesday, March 16, 2000
(date to be filled in by Reading Club Coordinator)

★ REDEMPTION DATES: JUNE 17 TO AUGUST 6, 2000 ★ ★ REDEMPTION DATES

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600-Minute Reading Club is a registered trademark of Six Flags Theme Parks Inc.

Continued

600-MINUTE READING CLUB STUDENT TALLY SHEET

Turn in these tally sheets to your teacher by: Tuesday, March 16, 2000
(date to be filled in by Reading Club Coordinator)

SixFlags READ To Succeed

Spend at least 600 minutes, or ten hours, reading just for fun. Reading to complete school assignments does not count! But reading for this Club does include reading to yourself, reading to someone else, or having someone else read to you.

Use this tally sheet to list the time you spend reading and to keep track of the books, magazines, and other things you read. Have your teacher or parent initial every time you read, as proof that you have done the reading. If you need more space, attach extra tally sheets.

Once you have done 600 minutes of reading, have your parents sign your tally sheet(s). Turn your tally sheet(s) in to your teacher by the date shown above in order to qualify for your free admission to a Six Flags Theme Park.

DATE	NAME OF BOOK, MAGAZINE, OR NEWSPAPER	MINUTES OF READING	TEACHER/PARENT INITIALS

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Student's full name_____ Address_____ Grade _____

School's full name_____ Grade _____ Total minutes _____

FOR THE PARENT:

I certify that this student has completed 600 minutes of reading for recreation. I am aware that the student free admission coupon is valid only between **June 17 — August 6, 2000.** (Free admission coupons are not valid on Saturday during the redemption period at Six Flags Over Georgia. Coupons are <u>not</u> valid at Six Flags safari or water parks.)

Parent's Signature_____

The free admission coupons must be used between June 17 and August 6, 2000.

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Dear Parents,

Our class will begin a backpack book program next week. We are starting with five backpacks, as the program starts more backpacks will be added. Each backpack will contain a book, activities, and materials to complete the activities. This is a program that is done together, student and parent. Your child will bring the backpack home on Friday, or Thursday if there is no school on Friday. The backpack with the book, materials, and completed activities is due back to school by the following Wednesday. Since we will be rotating the backpacks, please make sure they are returned on time. Also included in the backpack will be a comment page for your reflections. Please comment on the book, activities, or the time spent working together.

Thank you for you cooperation,

Miss Kandyba

ONCE THERE WAS A TREE
BY: NATALIA ROMA NOVA

Directions

- Read the story together
- Complete Forest Secrets Hidden Picture page
- Complete Trees and Me page
- Complete Who Owns the Sky page
- Write a letter to the Woodsman
- Comments

Trees and Me

What do trees give us? Think of things we eat or make from trees. Write them in the correct list below.

Things We Eat	Things We Make
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Forest Secrets

The forest hides many secrets. See what you can find hidden in the forest picture. Draw a line from each word to its hidden picture. Then add your own forest word and its hidden picture.

- beetle
- chipmunk
- caterpillar
- squirrel
- chickadee
- owl
- oak tree
- pine tree

My hidden picture: _____

Continued

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Who Owns the Sky?

What can belong to you? Color the things that could belong to you. Do not color things that belong to everyone.

Draw one more thing that could belong to you. Color it.
Draw one more thing that belongs to everyone. Do **not** color it.

Activity 3
CONNECT

NAME _____

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THE TEACHER AND THE PRINCIPAL FROM THE BLACK LAGOON

1. READ BOTH BOOKS WITH SOMEONE AT HOME.

2. FILL IN THE COMPARISON CHART FOR THE TEACHER AND THE PRINCIPAL FROM THE BLACK LAGOON.

3. USE THE BOOKS TO COMPLETE THE SENTENCES ON THE DITTO.

4. USE YOUR IMAGINATION TO DRAW YOUR OWN TEACHER FROM THE BLACK LAGOON AND THEN THE PERFECT TEACHER.

5. FILL OUT THE BOOK REPORT FORM FOR THIS PROJECT!

Complete the sentences using things from the stories.

The Principal From the Black Lagoon

1. The boy was sent to the principal&s office because he

2. Kids go to the office and

3. Why was Doris Foodle sent to the office?

4. The principal uses tall kids for , fat kids for , and thin ones for .

5. Freddy Jones has the feet of a and Eric Porter has the hands of a .

The Teacher From the Black Lagoon

1. What does the teacher do to Freddy Jones?

2. What happens when Doris Foodle cracks her gum?

3. What words does Mrs. Green use to cast a spell?

4. What does Mrs. Green say at naptime?

Teacher

Principal

79

How are they the same?

1.

2.

3.

4.

5.

Continued

1.

2.

3.

4.

5.

Name two ways the teacher and the principal are different?

1.

2.

IMAGINE!

80

My Teacher from the Black Lagoon:

Continued

How I imagine my perfect teacher:

Appendix J

Dear family,

I'm in the warm weather of Hawaii with Landed. We are having a blast. We already went swimming snorkeling. After I write this letter we are going to learn how to dance the hula. Tomorrow we are surfing in the Pacific Ocean. I can't wait to go. Can't wait to see you! We will be home very soon. Love you all. I will miss you.

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